

**ENGLISH TEACHING METHODS USED BY ENGLISH TUTORS
IN TEACHING VOCABULARY FOR YOUNG LEARNERS AT GLC
ENGLISH COURSE OF PALANGKA RAYA**

THESIS

Presented to Education Department of State Islamic Institute Palangka Raya
as Partial Fulfillment of Requirements
for Degree of Sarjana Pendidikan



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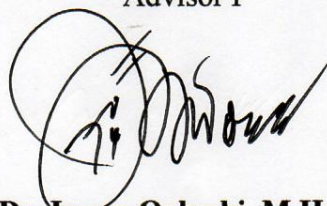
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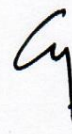
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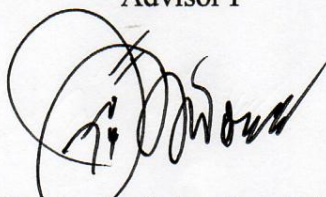
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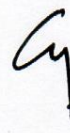
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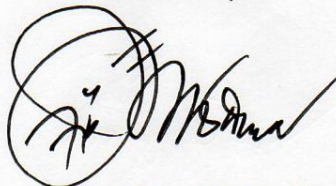
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**ENGLISH TEACHING METHODS USED BY ENGLISH TUTORS
IN TEACHING VOCABULARY FOR YOUNG LEARNERS AT GLC
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ABSTRACT

One of important factors for students in learning English is vocabulary. In addition to that factor, the teachers' ability in applying a method can also influence the students' vocabulary development. Therefore, this study proposed one of the possibility ways of introducing the vocabulary teaching which is mainly focused on the beginner level. The problems of the study were (1) What is the method used by the English tutors in teaching vocabulary for young learner at Global Learning Center? (2) How does the method applied by the English tutors in teaching vocabulary for young learner at Global Learning Center? (3) What is the obstacle faced by English tutors in implementing the method in teaching vocabulary for young learner at Global Learning Center?. Therefore, the purposes of the study were: (1) To know the method used by the English tutors in teaching vocabulary for young learner at Global Learning Center. (2) To describe the implementation of the method which is used by English tutors in teaching vocabulary for young learner at Global Learning Center. (3) To determine the obstacle faced by English tutors in implementing the method in teaching vocabulary for young learner at Global Learning Center?

In conducting this study, writer used qualitative research approach with descriptive qualitative method. The data was collected by doing observation, interview, and documentation. In analyzing the data, it used techniques of data collection, data reduction, data display, and conclusion.

The main research finding were: 1) English tutors applied Grammar Translation Method in teaching vocabulary for young learner at Global Learning Center English Course of Palangka Raya. 2) There was a technique from Grammar Translation Method that tutors adapt, that was memorization. Students were given a list of target language vocabulary and their native language equivalents and they were asked to memorize them. There were two points that writer found from the field related to tutors' behavior in the classroom activity besides teaching learning activities. First, every tutors tried to give student individual attention. Second, tutors made students feel comfortable in the classroom by letting them move to another seat or sit on the floor as long as they do not make a fuss and bother other students. 3) There are two obstacles that English tutors faced when implemented the method in teaching vocabulary for young learner at Global Learning Center English Course of Palangka Raya, they are; (a) Students got bored during teaching and learning process, (b) Tutors could not monitor the students individually when students did repetition in the chorus.

METODE MENGAJAR BAHASA INGGRIS YANG DIGUNAKAN TUTOR BAHASA INGGRIS DALAM MENGAJAR KOSA KATA UNTUK YOUNG LEARNER DI LEMBAGA KURSUS GLCPALANGKA RAYA

ABSTRAK

Salah satu faktor penting bagi siswa dalam belajar bahasa Inggris adalah kosakata. Selain faktor itu, kemampuan guru dalam menerapkan metode juga dapat mempengaruhi pengembangan kosakata siswa. Oleh karena itu, penelitian ini mengusulkan salah satu cara kemungkinan memperkenalkan pengajaran kosakata yang terutama difokuskan pada tingkat pemula. Rumusan masalah dari penelitian ini adalah: (1) Apa metode yang digunakan tutor bahasa Inggris dalam mengajar kosa kata untuk pembelajar muda di lembaga kursus Global Learning Center, (2) Bagaimana metode itu diterapkan oleh tutor bahasa Inggris dalam mengajar kosa kata untuk pembelajar muda di lembaga kursus Global Learning Center?, and (3) apa kendala yang dihadapi oleh tutor bahasa Inggris dalam menerapkan metode tersebut dalam mengajar kosa kata untuk pembelajar muda di Global Learning Center. Oleh karena itu, tujuan dari penelitian ini adalah: 1) Untuk mengetahui metode yang digunakan tutor bahasa Inggris dalam mengajar kosa kata untuk pembelajar muda di lembaga kursus Global Learning Center, 2) Untuk mendeskripsikan bagaimana metode itu diterapkan oleh tutor bahasa Inggris dalam mengajar kosa kata untuk pembelajar muda di lembaga kursus Global Learning Center, 3) untuk menentukan apa kendala yang dihadapi tutor bahasa Inggris dalam menerapkan metode tersebut dalam mengajar kosa kata untuk pembelajar muda di lembaga kursus Global Learning Center.

Dalam melaksanakan penelitian ini, peneliti menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan dengan melaksanakan observasi, wawancara dan dokumentasi. Dalam menganalisis data digunakan teknik pengumpulan data, pemilihan data, pemaparan data dan kesimpulan.

Hasil yang diperoleh adalah: 1) Tutor bahasa Inggris menerapkan Grammar Translation Method dalam mengajar kosa kata untuk pembelajar muda di Global Learning Center Palangka Raya. 2) Teknik yang diadaptasi oleh tutor bahasa Inggris dari Grammar Translation Method adalah hafalan. Siswa diberikan daftar kosa kata bahasa Inggris dan artinya dan kemudian mereka diminta untuk menghafalkannya. 3) Ada dua kendala yang dihadapi oleh tutor bahasa Inggris dalam menerapkan metode tersebut dalam mengajar kosa kata untuk pembelajar muda di Global Learning Center Palangka Raya, yaitu: a) Siswa merasa bosan selama proses belajar mengajar, b) Tutor tidak bisa mengawasi siswa satu persatu ketika siswa melakukan pengulangan secara bersama-sama.

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In the name of Allah SWT The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all blesses so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to the prophet Muhammad SAW who has taken all human being from the darkness to the lightness.

Since I come in this college to learn and study until I can finish my study, it can't apart from many people around me that give me supports. Without their support and prayer, I will not complete my study and this thesis. That is why the writer would like to express her genuine gratitude to :

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11. All of the friends of TBI 2012

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Palangka Raya, November 2016

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DECLARATION OF AUTHENTICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

I myself make a declaration that this thesis is entitled **ENGLISH TEACHING METHOD USED BY ENGLISH TUTORS IN TEACHING VOCABULARY FOR YOUNG LEARNERS AT GLC ENGLISH COURSE OF PALANGKA RAYA** is truly my own writing.

If it is not my own writing, it is given a citation and shown in the list of references. If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, November 2016

My own Declaration



Hilmiah

SRN. 120 112 0785

DEDICATION

~ ~ ~

This thesis is hereby dedicated to the loving memory of my father

Mr. Anang Azhuri

and

to my beloved mother

Mrs. Jumiati

~ ~ ~

MOTTO

وَعَسَىٰ أَنْ تَكْرَهُهُوَ شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَنْ تُحِبُّوْا

شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ ٢١٦

*“Boleh jadi kamu membenci sesuatu, padahal ia amat baik bagimu,
dan boleh jadi (pula) kamu menyukai sesuatu, padahal ia amat buruk
bagimu; Allah mengetahui, sedang kamu tidak mengetahui.”*

(QS. Al Baqarah : 216)

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LIST OF ABBREVIATION

1. GLC : Global Learning Center
2. GK : Global Kids
3. YLs : Young Learners
4. VYLs : Very Young Learners
5. TOEFL : Test Of English as Foreign Language
6. EFL : English Foreign Language
7. BSC : Basic Speaking for Children
8. ESD : English Speaking Development
9. KA : Kasmi Abidah
10. PIL : Pratika Ika Latifa
11. NA : Nindy Ayu
12. UJ : Umratul Jannah
13. DL : Daulika

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1. Interview transcript
2. Interview photos
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5. Letters
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CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

A. Background of the Study

As a humanbeing, we need language to communicate with others in society. When we know a language, we can be understood by others who know it, we can engage in activities, carry information, and express the ideas or feelings in spoken or written words.

English is one of the foreign languages which is important in making connection to other people from many countries around the world in all aspects of life such as education, technology, social, culture, etc. Therefore, English has been teaching in many primary schools recently which the students are young learners.

There are four skills in English that students have to learn, they are listening, reading, speaking, and writing. Beside that, there are three components of English; vocabulary, pronunciation, and grammar. Vocabulary is one of the components of English which is crucial. A linguist David Wilkins summed up the importance of vocabulary learning “ without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.¹ Vocabulary is central to language and of critical importance to language student. Without a sufficient vocabulary, someone cannot communicate effectively or express his idea in both oral and written form. Having limited vocabulary is also a barrier that precludes a student from

¹Scott Thornbury, *How to Teach Vocabulary*, England: Longman, 2002, p. 13

learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning. Kweldju's study stated that being competent in four language skills (speaking, listening, reading, and writing) students should be good in vocabulary.²

Teaching method has a big role in students' mastery of instructional material including vocabulary. The accuracy of method election in language teaching includes the most important matter to help students getting the better achievement. If the teachers apply appropriate method the student will stimulate to learn more on it. The teacher should be considerable toward knowledge on how to manage the interesting instructional process so that the students can gain a great success in their vocabulary learning.

In general, people think that teaching young learners is easier than teaching adults. This is not necessarily true because young learners have different characteristics compared to different groups of learners. Nagy says that what is meant by young learners are the children from the first year of formal schooling (5 or 6 years old) to 11 or 12 years of age.

Young learners do not come to the classroom empty-handed. They bring with them an already well-established set of instincts, skills, and characteristics which will help them to learn another language. We need to identify those and make the most of them, for example: (a) children are

²EndangFauzianty, *Teaching of English as a Foreign Language*, Surakarta: Muhammadiyah Universitas Press, 2002, p. 159

already very good at interpreting meaning without necessarily understanding the individual words; (b) children already have great skills in using limited language creatively; (c) they frequently learn indirectly rather than directly; (d) they take great pleasure in finding and creating fun in which they do; (e) they have ready imagination; (f) they take great delight in talking. Therefore, teaching English to young learner is different with teaching other groups of learner. They have different characteristic and the way of learning. If teachers don't use appropriate teaching methods to teach English to young learners, the achievement of learning process may not work well. That is way, in order to be successful in teaching English to young learners, it is quite necessary for teachers to choose appropriate teaching method.

There are some educations in general, as follows;

1. Informal education: the first education we were learned and get in our family environment.
2. Formal education: the second education that we learn in our society, formal department, such as elementary school, junior high school, senior high school, and university.
3. Non-formal education: education that we learn for mastering and developing the ability and skills, such as English course.

Global Learning Center is one of the famous English institutions course in Palangka Raya. There are some programs that are offered in Global Learning Center, they are:

- 1) Global Kids
- 2) Global Teens
- 3) Global Adult
- 4) Intensive Course and TOEFL Preparation

The students who join in the Global kids level is young learner. They are students of some elementary schools in Palangka Raya, from first grade up to sixth grade. Based on the first observation at Global Learning Center, the writer found that after joining the class, students show much significance in mastering much common vocabulary. That is showed from the result of final test which is held at the end of every level of Global Kids program.

These all show that English teaching method used by the tutor has much significance in teaching and learning process in young learner classroom. Beside that, based on the interview to the staff of GLC, the number of the students of GLC is getting increasing years to years. Now, there are more than three hundred students learning English there. That is why the writer chooses GLC as the place of the study.

Based on the reason above, the writer was especially interested in conducting a research entitled “**English Teaching Method Used by English Tutors in Teaching Vocabulary for Young Learners at GLC English Course of Palangka Raya**”

B. Problems of the Study

This study addressed three questions as follows:

1. What is the method used by the English tutors in teaching vocabulary for young learner at Global Learning Center?
2. How does the method apply used by the English tutors in teaching vocabulary for young learner at Global Learning Center?
3. What is the obstacle faced by English tutors in implementing the method in teaching vocabulary for young learner at Global Learning Center?

C. Objectives of the Study

Based on the problems of the study above, the objectives of the study were describing the methods used by the English tutor in teaching vocabulary for young learners and determining the obstacle faced by English tutors in implementing the method in teaching vocabulary for young learners at Global Learning Center.

D. Significance of the Study

The study has theoretical significance and practical significance. Theoretically, it is expected that the result of the study can support the theories in teaching vocabulary for young learners. It can be applied as the effective method of improving students' English vocabulary. Practically, this study is expected to give contribution for teachers about teaching method for young learner by applying it in teaching vocabulary as a way of increasing the effectiveness of English language teaching and learning. For the educational institution, especially the students of university who will have teaching practice in elementary school, it is expected this study can be a reference for

them in choosing appropriate teaching method and arranging instructional steps. It can be useful for another researcher as one of information sources which are related to their research.

E. Scope and Limitation

The study was qualitative study. It was only done to describe the English teaching method in teaching vocabulary for young learner used by the English tutors at Global Learning Center and determining the obstacle faced English tutors in teaching vocabulary for young.

The study was limited to the tutors who teach in young learner class at Global Learning Center. There were five tutors who teach in young learner class.

F. Definition of Key Terms

1) English Teaching

English teaching means the practice and theory of learning and teaching English for the benefit of people whose first language is not English.

2) Teaching Method

The term **teaching method** refers to the general principles, pedagogy and management strategies used for classroom instruction.³

3) Vocabulary

Vocabulary means all the words known and used by a particular person or all the words that exist in a particular language or subject.⁴

³M. Duruji, Proceedings of EDULEARN14 Conference, Barcelona, 2014, P. 5116

4) Young Learner

Young learner refers to the pupils who are between five and ten or eleven years old.

5) Tutor

Tutor is a private teacher, typically one who teaches a single pupil or a very small group.⁵

6) Global Learning Center

Global Learning Center is a nonformal education institution which is the course organized in a short time and only to learn English.

G. Framework of Discussion

The frameworks of the discussion of this study were:

Chapter I : Introduction consisted of background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation, definition of key terms, and framework of the discussion.

Chapter II : Review of related literature consisted of related previous study, English teaching method, young learner, qualitative descriptive study.

Chapter III : Research methodology consisted of research design, approach and types of the study, time and place of the study,

⁴<http://dictionary.cambridge.org/dictionary/english/vocabulary>. (Online, on 24 April 2016)

⁵A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, 1995, P. 1287.

subject and object of the study, source of the data collection and data analysis procedure.

Chapter IV : Result of study consisted of data finding and discussion.

Chapter V : Closing consisted of conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Previous Study

Dewi Anggraini conducted a study entitled *Teacher's Strategies in Teaching English to the Students of Fifth Grade at MIN Model Palangka Raya*". That study was aimed at describing teacher's strategy in teaching English to the students of the fifth grade at MIN Model Pahandut of Palangka Raya. Statements of the problem covered how are the teacher's strategy and what are the teacher's media and evaluation in teaching English. The research design was descriptive qualitative which collected the data through questionnaire, observation, interview, and documentation. The result of study showed; (1) The teacher's strategy in teaching English Applied at MIN Model Pahandut Palangka Raya were games, demonstration, look and say, questioning, read and say, verbal illustration belonging to some method communicative approach and situational language teaching, (2) the teacher used media such as picture, body language, picture cards, glue, scissors, student, paper for roulette games and examples.⁶ The writer described the strategy that was used by the teacher clearly, but when she discussed it , she did not connect to any learners' characteristic, whereas every learner has their own characteristic that influences the way of learning.

⁶Dewi Anggraini, *Teacher's Strategies in Teaching English to the Students of Fifth Grade at MIN Model Palangka Raya*, Unpublished Thesis, Palangka Raya: State Islamic College of Palangka Raya, 201, P. v

Ersan Sanusi conducted a study entitled *The Techniques of Teaching Vocabulary*. This paper is intended to investigate a variety of techniques and activities applied by most English teachers in teaching vocabulary. Also, this paper tries to relate the techniques of teaching vocabulary to the students' achievement in enriching their English vocabulary mastery. From the observation in the field shows that most English teachers, in teaching-learning activity, tend to use the techniques and activities, as follow; 1) reading a text, 2) asking the student to repeat it. 3) pointing out the difficult-words of the keywords, 4) giving the definition of a word, 5) getting the student to find out the synonyms or antonyms, and 6) providing some opportunities with the students proposing a variety of questions relating to the subject being discussed. The conclusion of this paper that all of the techniques and activities employed by most English teachers aim at the use of translation techniques. This study explain some techniques of teaching vocabulary generally without any specific target of learner.

Annisa Awaludin conducted a research entitled *Techniques In Presenting Vocabulary to Young EFL Learners*. That paper reports on research results aimed at investigating the techniques used by a teacher of a young learner course in presenting meaning and form of vocabulary, as well as the reasons for employing the techniques. Observations and interview were carried out to collect the data. The findings indicate that the teacher applied various techniques for various reasons, both in presenting word meaning and form. In presenting word meaning, the teacher mostly employed real objects which

comprised the use of pictures, realia, and demonstration. In presenting word form, the teacher mostly employed graphic form.

Nurrahman also conducted a research entitled the teaching of English at the eight grade students of MTs Hidayatul Insan Palangka Raya. The principle purpose of the study was to describe the English teaching learning process at eight grade of Mts Hidayatul Insan Palangka Raya. The writer used qualitative research. Writer collected the data using observation, interview, field note, and documentation. The result of the study were: 1) the method used by English teacher in classroom were communicative approach, grammar translation method, and direct method, 2) Teacher used some books and dictionary, 3) the learning scenario consists of pre-activity, while activity, and post activity, 4) evaluation was done by giving written test and oral test.⁷ This study covered the method of teaching English in general, there was no focus on any specific skill or component of English.

In other study of vocabulary teaching by Hesti Supriati entitled Teaching Strategies by English Teachers in Teaching English Vocabulary at the Eleventh Grade Students of Language Program in MAN Model Palangka Raya. The study used qualitative approach with descriptive qualitative method. In collecting the data, it was used observation, interview, and documentation. It was concluded that teaching vocabulary strategies applied by the teacher consisted of cognitive strategies belonging to some techniques. The approach covered some techniques to convey the vocabulary such as

⁷Nurrahman, The Teaching of English at the Eight Grade Students of MTs Hidayatul Insan Palangka Raya, Unpublished Thesis, Palangka Raya: State Islamic College of Palangka Raya, 2012, P. v

listening carefully, demonstration, translation, repetition, brainstorming, and memorization. This study described the teacher strategies clearly, but same as Anggraini's, when discussing the result of the study writer did not connected it to another aspect, such as students characteristic that influenced the way of learning.

Supriati's study and Anggreini's study concerned with teaching strategies used by English teacher in teaching vocabulary while Sanusi's study was focused on technique. Nurrahman's study was only purposed to describe the teaching of English in general.

This study was similar to the previous study, it also concerned on teaching English, especially on teaching vocabulary, but, this study was specified on teaching vocabulary for young learner and the place of the study conducted in informal education institution which the number of students and condition in the classroom was different. This writing proposes one of the possibility ways of introducing the vocabulary teaching which is mainly focused on the beginner level.

B. Young Learner

1. Definition of Young Learner

According to Rixon the definition of young learners is children between the ages of about 5 years old to 12 years old.⁸ Nagy says that what is meant by young learners are the children from the first year of formal

⁸Rani Permata, *Teaching English Young Learner*, https://www.academia.edu/11381185/teaching_english_young_learner. (Online, on 30 May 2016)

schooling (5 or 6 years old) to 11 or 12 years of age.⁹Moreover, the definition of young learners is mainly based on the years spent in the primary or elementary stages of formal education before the transition to secondary school.

2. Young Learners Characteristics

Each group of learners has their own characteristic. Harmer said that are some characteristics of young learner, they are mentioned below:

- a) Although they do not understand individual words, they respond to meaning.
- b) They learn from everything around them, they often learn indirectly rather than directly.
- c) Their understanding also comes from what they see, hear, touch and interact, other than explanation.
- d) They generally have an enthusiasm for learning and a curiosity about the world.
- e) Individual attention and approval from the teacher are needed.
- f) They like talking about themselves and respond to lesson that uses their lives or themselves as the topic.
- g) They can easily get bored after ten minutes or more. That shows they have a short attention span.

In another reference, Scott and Yttereberg stated some other characteristics of young learner, they are :

⁹Paula De Nagy, *Young Learners*.
<http://www.philselfsupport.com/younglearner.html>. (Online on 30 May 2016)

- a) They love to play and learn best when they are enjoying themselves
- b) The adult world and the child's world are not same
- c) Young learner cannot decide for themselves what to learn¹⁰

Children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration.

Characteristics of young learners¹¹:

VYs (under 7)	Ys (7-12)
<ul style="list-style-type: none"> - acquire through hearing and experiencing lots of English, in much the same way they acquire L1 - learn things through playing; they are not consciously trying to learn new words or phrases – for them it's incidental - love playing with language sounds, imitating and making funny noises - are not able to organize their 	<ul style="list-style-type: none"> - are learning to read and write in L1 - are developing as thinkers - understand the difference between the real and the imaginary - can plan and organize how best to carry out an activity - can work with others and learn from others - can be reliable and take responsibility for class activities

¹⁰Wendy A. Scott and Lisbeth H. Yttereberg, *Teaching English to Children*, Longman, t.th, P.3

¹¹Syafey Syakira, *Teaching English to Young Learners*, https://www.academia.edu/5313961/TEACHING_ENGLISH_to_YOUNG_LEARNER_S, (Online on 1 June 2016)

learning - not able to read or write in L1; important to recycle language through talk and play - their grammar will develop gradually on its own when exposed to lots of English in context	and routines
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Table 2.1 Characteristic of young learners

The nature of the very young learner does not appear to vary noticeably from nation to nation, and this suggests that the same general psychological and methodological principles hold good for teachers of the youngest children wherever they are.¹²

By looking at and considering those characteristics of YLLs elaborated above, the way YLLs teachers teach English to YLLs, for sure, needs to be different from that it is taught to adults. As mentioned, it is because YLLs possess special characteristics that should be treated in particular manners and be given typical attentions.

In teaching English to young learners in elementary schools, the teachers should prepare and give various activities to the students because they quickly change their mood in following activities. The

¹²Geffrey Broughton dkk, *Teaching English as a Foreign Language*, New York: Routledge, 1980, P. 168.

teachers can give several activities in one teaching period. It is in line with Brewster, Ellis, and Girard stating that children are emotionally excitable, get bored easily, are excellent mimics, can concentrate for a surprisingly long time if they are interested in, and can be easily distracted but also enthusiastic.¹³

Since the physical world is the main means of conveying meaning to young children, a wide variety of teaching aids is necessary in the foreign language classroom. Wendy and Ytreberg stated, “ lesson will be much easier and much more exciting for the children if you make full use of things and objects as well as language to get the meaning across.”¹⁴

3. Requirements Effective Teaching of English to Young Learners

Teaching English as a foreign language to young learners needs special attention since young learners have special characteristics. Juhana conclude that by having understood some literature of teaching English to young learners, the teacher will know how to teach English appropriately. By this, teachers could determine the effective and suitable teaching method to their students.¹⁵

There are five requirements effective teaching of English to young learners, they are:¹⁶

a) Accomplished teachers of English should know who children are

¹³ Brewster, Jean., Ellis, Gail., and Girard, Denis. *The Primary English Teacher's Guide*. Essex: Pearson Education Limited, 2003, P.

¹⁴Wendy and Ytreberg. *Teaching English to children*. Longman. P. 107

¹⁵Juhana. Teaching English to Young Learners: Some Points to be Considered. *Asian Journal of Education and e-Learning*, Volume 2, 2014, Issue 1: 43

¹⁶Bachrudin Mustofa, *Teaching English to Young Learner in Indonesia*. Educationist, Volume IV, 2010.

- b) Accomplished teachers of English should know how children learn
- c) Accomplished teachers of English should know how children learn a language
- d) Accomplished teachers of English should know how children learn English as a Foreign Language
- e) Accomplished teacher of English should know the principles and should be able to do things to facilitate children learning English as a foreign language

Those are what accomplished teachers of English to young learners should know and be able to do so that the teacher have a relatively clear understanding of all the components necessary to create a positive environment for English teaching and learning.

C. English Teaching Method

1. English Teaching

According to Edmund Amidon defined it as-" Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activity".Teaching Englishrefers to teaching the English language to students with different first languages.Teaching English can occur either within the state school system or more privately, at a language school or with a tutor. Teaching Englishcan also take place in an English-speaking country for people who have immigratedthere (either temporarily for

school or work, or permanently). Teaching English teachers may be native or non-native speakers of English.

2. Method

Anthony identified three levels of conceptualization and organization, which he termed Approach, method, and technique. Techniques carry out the method which is consistent with an approach.

According to Anthony, approach is the level of which assumption and beliefs about language and language learning are specified; method is a level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; techniques is the level at which classroom procedures are described.

Method can be defined as description of teacher and students' activities during the instructional process. Richards & Rodgers stated that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.¹⁷ Similarly, Norland defines method is often viewed as a series of procedures or activities used to teach language in certain a way.¹⁸

Richards and Rodgers revised and extended the original Anthony model. Approach and method treated at the level of design, that level in which objectives, syllabus, and content are determined, and in which the

¹⁷ Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*, Cambridge University Press. 2001. P. 19.

¹⁸ Deborah I Norland and Terry Pruett, *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*, websport: library unlimited, teacher ideas press, 2006, p. x

roles of teachers, learners, and instructional materials are specified. The implementation phase (the level of technique in Anthony's model) it refers to term procedure. Thus, a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.¹⁹

The teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the year term, month, week, and each particular lesson i.e. he should know the aims and objectives of foreign language teaching in schools. Some of English teaching methods are described below:

a. Grammar-Translation Method

The Grammar-Translation Method had been used by the language teachers for many years. It was also known as the Classical method as it was used to teach the classical Latin and Greek literature (Chastain 1988). It was believed that this method would help students to read and appreciate the foreign literature. It was also thought that by studying the grammar of the target language students will be able to understand the grammar of their native language and learn to speak and write the native language in a much better way. Though students may not develop communicative fluency in the target language but would become mentally sharp in the process of using target

¹⁹Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. United State: Cambridge University Press, 2001, P. 20

language to understand the native language through some similarities between the two.²⁰

The principal characteristic of the grammar-translation method is a focus on learning the grammar rules and their application in translating texts from one language into the other. Most of the teaching is provided in students' first language. Vocabulary is presented mainly through direct translation from the native language and memorization, using bilingual word list.

Richards and Rodgers summed up the principal characteristics of the Grammar-Translation Method:

- 1) The goal of foreign language learning through the Grammar Translation Method was to read its literature and also to benefit from the 'mental discipline' and also to benefit from the 'mental discipline' and 'intellectual development' that are the direct results and 'intellectual development' that are the direct results at this point, emphasize that the language could be learnt through its grammar rules, and further, an application of these rules in translation. This in turn automatically leads one to the conclusion that language learning is nothing but simple memorization of rules and facts.

²⁰ Fatima Sultan Shaikh. Effective Methods of Teaching English as Foreign Language in Classroom. *International Journal of Science and Research*, Volume 4 Issue 2, 2015, h. 979

- 2) Reading and writing (which eventually means translation) skills were given the major role to play whereas the speaking skill was paid little or no attention.
- 3) Memorization and translation were used as means of learning a language. Words, however, were taught through bilingual word lists.
- 4) The sentence as a unit was taken into consideration as a distinguishing part, in this method. The reason was simply because the grammar was illustrated through the sentence which later on was translated.
- 5) Accuracy was emphasized throughout the method and a high standard was demanded.
- 6) In this method grammar was taught through a deductive method. Rules were presented and learners were given a chance to study and practice the rules and the practice as we know was dependent more on translation exercises.
- 7) The mother tongue of the learner was used as a medium of instruction.

According to Prator and Celce-Murcia the key features of the Grammar Translation Method are as follows:

- 1) Classes are taught in the mother tongue, with little active use of the target language.
- 2) Much vocabulary is taught in the form of lists of isolated words.
- 3) Long elaborate explanations of the intricacies of grammar are given.
- 4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- 5) Reading of difficult classical texts is begun early.
- 6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- 7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 8) Little or no attention is given to pronunciation.

b. Direct Method

The priority of Direct Method is relating meaning directly with the target language without the steps of translation. Direct method is how to communicate in the target language (spoken), reform method makes language learning more electivity with radical reform method from grammar translation method. Also know as reform method, natural method, phonetically method, anti grammatically method.²¹

²¹ Jill Kerper Mora, *Second Language Teaching Methods Principle & Procedures*. San Diego State University.

Direct method just like an intensive study and the final target, the pupils are expected as learner and user the level of pupils for this method are beginner and intermediate, and teacher is a facilitator in the classroom. Same activities for this method are activities allowing comprehensible and focus meaning.²²

c. Audio Lingual Method

One of the key principles of the Audio-Lingual method is that the language teacher should provide students with a native speaker like model. By listening, students are expected to be able to mimic the model. Based upon contrastive analysis, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by the rule memorization but by examples. The method presumes that second language learning is very much like first language learning.²³ The Audio-Lingual method mainly consists of the following features:

- 1) The teacher reads a dialogue by modeling it. It has been always motivating to put the subject matter in context, and students stand a better chance of retaining what they have learnt. Students learn the target language within a concrete context that will enable them to relate what they learn to real-life learning environments. Teachers

²² CJ Dodson, *Comparison of First and Second Language Learning Process. Language Teaching and the Bilingual Method*, Pitman Publishing.

²³ Larsen Freeman Diane, *Techniques and Principles of Language Teaching*, Oxford University Press, 2002.

as a role model will encourage and inspire the students to strive for learning the target language.

2) Students repeat the dialogue. Through repetition students can use the target language automatically, and fluently as well. In this method it is desirable that students form a habit formation to use the target language with ease, therefore, the more they repeat, the easier they will speak the target language without thinking.

3) Some words or phrases are changed in the dialogue. Drills used in this method will allow the students to have practice. Through drills such as single-slot substitution, multiple-slot substitution, and transformation students are given the opportunity to produce speech in the target language, furthermore, these patterns will let them see how language functions. Students learn how to respond correctly when they practice the drills.²⁴

d. Communicative Language Teaching

Communicative language teaching makes use of real live situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Communicative language teaching often uses a functional-notional

²⁴Cagri Tugrul Mart, The Audio-Lingual Method: An Easy way of Achieving Speech, *International Journal of Academic Research in Business and Social Sciences*, Vol. 3, No. 12, 2003, P. 64

syllabus.²⁵ Communicative competence includes the following aspects of language knowledge:

- 1) Knowing how to use language for a range of different purposes and functions
- 2) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- 3) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- 4) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)²⁶

e. Natural Approach

Natural approach is based on the conditions which Krashen argues underlie all successful language acquisition, whether it is the acquisition of a first or a second language. Natural approach emphasized comprehensible and meaningful input rather than grammatically correct production. The following sample activities taken from Krashen and Terrel's book on the natural approach are all designed to provide comprehensible input which according to the authors is the most important element in language acquisition. For the

²⁵Ibid, h. 32

²⁶ Jack C. Richards, *Communicative Language Teaching Today*, New York: Cambridge University Press, 2006, P. 3

students beyond the beginning level, Krashen suggest that reading is the most efficient to acquire a new vocabulary.²⁷

These activities are designed to involve students' feeling, opinions, desires, reactions, ideas, and experiences. They include dialogues, interviews, preference ranking, personal charts and tables, revealing information about yourself, activities using the imagination. Although quite varied, all of these activities focus on meaning not form and attempt to lower the affective filter. Personal charts and tables' is an example of an affective humanistic activity.²⁸

D. Vocabulary

1. Definition of vocabulary

Vocabulary is commonly defined as “ all the words known and used by a particular person”. Pieter argues that vocabulary is one of the components of language and that no language exists without word. Word is sign or symbols for ideas. They are the means by which people exchange their thought. The more word we learn, the more ideas we should have, so we can communicate the ideas more effectively.²⁹

Rivers in Nunan also argues that the acquisition of an adequate vocabulary is essential for successful second language because, without

²⁷James Coady and Thomas Huckin, *Second Language Vocabulary Acquisition; A rational for pedagogy*, Cambridge University Press, P.16

²⁸David Nunan, *Language Teaching Methodology*, New York: Prentice Hall, 1991, P. 241.

²⁹Pieter A. Napa, *Vocabulary Development Skill*, Yogyakarta: Kanisius, 1991, P. 6-7

extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.³⁰

2. The importance of vocabulary

Vocabulary is one of the crucial things in learning English, besides pronunciation and grammar. David Wilkins assumed that “ without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.³¹ That is how the linguist described the importance of vocabulary as quoted by Thornbury. It means that someone can speak English although less in Grammar during the key words is easy to be understood. In the other side, someone can not say something if they never know vocabulary, means that they can not communicate well.

Another opinion, Rivers in David Nunan argued that the acquisition of an adequate vocabulary is essential for successful second language learning because without extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Lewis argues that vocabulary should be at the center of language teaching because language consists of grammatical lexis, not lexicalized grammar.³²

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new

³⁰David Nunan, *Language Teaching Methodology*, great britain: prentice hall international, 1991, p. 117

³¹Scott thornbury, *How to Teach Vocabulary*, England: longman, 2002, p. 13

³²David Nunan. *Language Teaching Methodology: A textbook for teachers*. London: Prentice Hall International (UK) Ltd. 1991, p.117

vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them.³³

From explanation above could be concluded that vocabulary is primary step in language learning and second language acquisition. Vocabulary also plays an important role in English Skills (Listening, reading, speaking, and writing).

3. Classroom sources of words

There are several sources of words that can be used for teaching and learning vocabulary in the classroom, they are:

a. List

Traditionally, words targeted for active study were supplied to learners in the form of lists.³⁴ It is very economical, students can learn a lot of words in relative short time.

b. Coursebook

Coursebook treatment of vocabulary varies considerably. There are some factors determining the choice of words for inclusion in the lexical stand of a coursebook syllabus, they are usefulness, frequency, learnability and teachability.

c. Vocabulary books

Vocabulary book often covers a wide range of general English needs. Sometimes, vocabulary books are also aimed at specific needs.

³³Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, New York: Cambridge University Press, 2002, p.255

³⁴Scott Thornbury, *How to Teach Vocabulary*, England: Longman, 2002, p.32

d. The teacher

Students can pick up of many incidental language from their teachers, especially words and phrases which related to classroom processes, such us “repeat after me”, “is that clear?”, etc.

e. Other students

Other students in the class are a particularly fertile source of vocabulary input. Learners are often pay more attention to what other learners say than they do to either the coursebook or their teacher.³⁵

4. How words are remembered

In order to ensure that material moves into permanent long term memory, a number of principles need to be observed. Here is brief summary of some of the research findings that are relevant to the subject of word learning:

- a) Repetition: the time-honoured way of ‘memorising’ new material is through repeated rehearsal of the material while it is still in working memory.
- b) Retrieval: the act of retrieving a word from memory makes it more likely that the learner will be able to recall it again later. Activities which require retrieval, such as using the new word in written sentences.
- c) Spacing: it is better to distribute memory work accross a period of time than to mass it together in a single block. When teaching students

³⁵Scott thornbury, *How to Teach Vocabulary*, England: longman, 2002, P.49

a new set of words, for example, it is best to present the first two or three items, then go back and test these, then present some more, then backtrack again, and so on.

- d) Pacing: the teacher allow time during vocabulary learning for learners to do 'memory work'- such as organising or reviewing their vocabulary-silently and individually.
- e) Use: Putting words to use, preferably in some interesting way is the best way of ensuring they are added to long-term memory.
- f) Cognitive depth: the more decision the learner makes about a word and the more cognitively demanding these decision, the better the word is remembered.
- g) Personal organising: learners make about a words are most effective if they are personalised.
- h) Imaging: best of all were subjects who were given the task of silently visualising a mental picture to go with a new word.
- i) Mnemonics: these are tricks to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable.
- j) Motivation: simply wanting to learn new words is no guarantee that words will be remebered. The only difference a strong motivation makes is that the learner is likely to spend more time onrehearsal and practice, which in the end will pay off in terms of memory.
- k) Attention/arousal: contrary to popular belief, you can't improve your vocabulary in your sleep, simply by listening to a tape. Some degree

of conscious attention is required. A very high degree of attention seems to correlate with improved recall.

- l) Affective depth: related to the preceding point, affective information is stored along with cognitive data, and may play an equally important role on how words are stored and recalled.³⁶

5. Principle of learning and teaching vocabulary

Wallace and Shejbalova stated they are general principles for successful teaching. The principles are:

- a. aim – what is to be taught, which words, how many
- b. need – target vocabulary should respond students' real needs and interests
- c. frequent exposure and repetition
- d. meaningful presentation – clear and unambiguous denotation or reference should be assured³⁷

E. Global Learning Center English Course

Global Learning Center is one of English institution course which teaches English skills. There are some programs that are offered in Global Learning Center, they are Global Kids, Global Teens, Global Adult and Intensive Course and TOEFL Preparation.

³⁶Scott Thornbury, *How to Teach Vocabulary*, England: Longman, 2002, P.24-26

³⁷ Dana Shejbalova, *Methods and Approaches in Vocabulary Teaching and Their Influence on Students' Acquisition*, Unpublished Thesis, Czech Republic: Masaryk University. 2006, P. 10



Figure 2.1 Global Learning Center

In Global Kids, there are 8 programs. They are Global Kids (GK) Program 1 until Global Kids (GK) Program 6, Basic Speaking for Children (BSC) Program and English Speaking Development (ESD) Program. It consists of two levels in each GK Program 1 until 6. And there are four levels in BSC and ESD program.

There are eleven global kids classes, the maximum number of student in each class is twelve. They have meeting two times in a week, every meeting is 90 minutes. In every level, they have 22 meeting for three months.

Each tutor has the syllabus for guiding teaching and learning process. Each level has their own syllabus. The syllabus consists of four columns; number, unit, target language, and function.


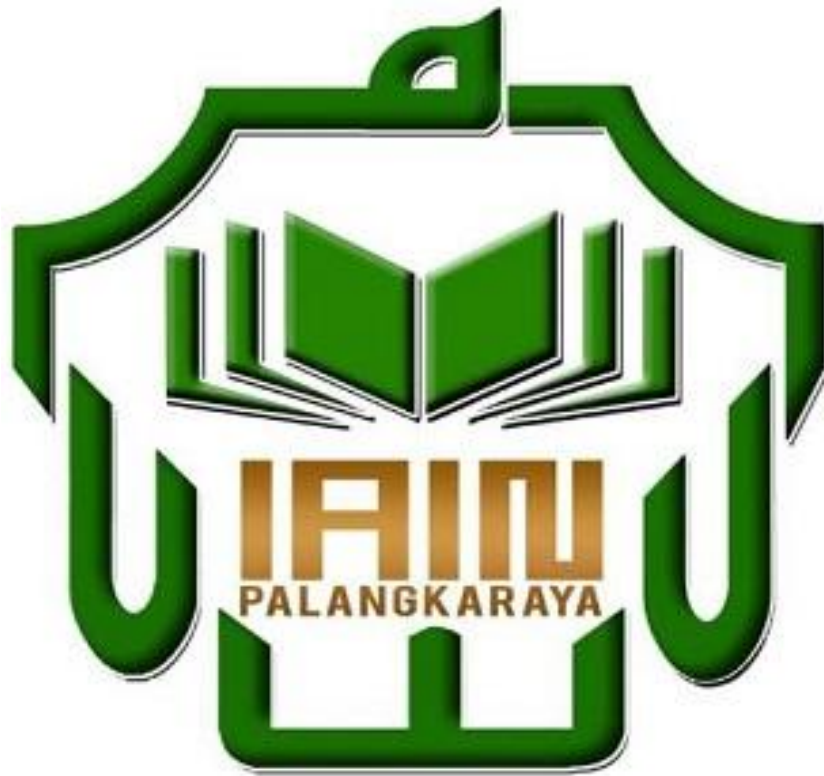
 Global Learning Center Jl. Kapuas No 8 Pulangkaraya Kalimantan Tengah (0536) 3220036			
LEVEL 2			
No	Unit	Target Language	Function
1	Where do you live?	Where do you live? I live at Where does she live? She lives at	Asking and answering
2	Simple interviewing	What is your name? what are you? What class are you? How old are you? What is your hobby? Where do you live? What food do you like? What fruit do you like?	Interviewing
3	Profession	Carpenter, surgeon, pedicician, dentist, entrepreneur.	Talking about profession
4	Dream	What is your dream? My dream is to be a because I want to	Telling dream
5	The street	Traffic sign, traffic light, traffic jam, traffic police, helmet, driving license	Talking about the street
6	The street	T-junction, crossroad, side walk, go straight on, turn right, turn left	Talking about profession
7	Review 1	Unit 3-4	Unit 3-4
8	Review 2	Unit 5-6	Unit 5-6
9	Verb	Stop, go on, break, overtake, start	Identifying the verb
10	Fruit	Rose apple, sour soup, star fruit, dragon fruit, mangosteen, rambutan, sapodilla What fruit do you like?	Talking the fruit
11	Fruit	Telling favourite fruit. Taste, colour, shape.	Telling fruit
12	Vegetable	Carrot, potato, cucumber, tomato, beans.	Identifying vegetable
13	Vegetable	Kale, spinach, cabbage, mustard, mushroom, eggplant.	Identifying vegetable
14	Review 3	Unit 10-11	Unit 10-11
15	Review 4	Unit 12-13	Unit 12-13
16	Market	Buy, sell, sale, bargain, pay	Talking about market
17	Coversation in the market	How much is it? Could I find the good one?	Asking and telling
18	Review 5	Level 1 program 2	Drilling Lesson
19	Review 6	Level 2 program 2	Drilling Lesson
20	Review 7	Level 1 program 3	Drilling lesson

Figure 2.2 Example of syllabus for Global Kids progr



CHAPTER III

RESEARCH METHODOLOGY

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Nunan defines research as a process, which involves: Defining a problem, stating an objective and formulating a hypothesis. It involves gathering information, classification, analysis, and interpretation to see what extent the initial objective has been achieved.

The research is fundamental to education; Research is carried out in order to:

- a. Get a result with scientific methods objectively,
- b. Solve problem; verify the application of theories, and lead on to new insight,
- c. Enlighten both researcher and any interested readers,
- d. Prove or disprove new or existing ideas, to characterize phenomena, and to achieve personal and community aims,
- e. To discover the cause of the problem, and to find the solution to a problem, and so forth.³⁸

According to John .W. Best research is a systematic and objective analysis and recording of controlled observations thatlead to thedevelopment of

³⁸ David Nunan, *Research Methods in Languagelearning*, New York: Cambridge: University Press, 1992, P. 2

generalizations, principles, theories and concepts, resulting in prediction for seeing and possibly ultimate control of events.³⁹

According to those definitions, it can be taken a conclusion that is research is a systematic process to find a result based on the data that is found by following the steps and methods.

The form of this study was qualitative research, according to Creswell, “qualitative research involves the field work. The researcher physically goes to people, setting, site, or institution to observe or record behavior in its natural setting”.⁴⁰ In this way, the writer used the qualitative approach means to find out and describe the current phenomena through the process being observed and interviewed detail and clearly as reality.

B. Approach and Types of the Study

This research was qualitative descriptive study, to describe the real phenomenon appropriate with the facts in field about English teaching method used by the tutor Global Learning Center of Palangka Raya in young learner class.

The most important aspect of qualitative research was it obtains deep knowledge of the project involved. Qualitative research stressed to observe the variables in their natural environment. For qualitative research, the

³⁹ Prabha, *Various Definition of Research Methods by various authors*. <http://tipsonphysicaleducation.blogspot.com/2010/12/various-definition-of-research-methods.html>. (Online, 18th April 2015)

⁴⁰ John cresswell, *Research Design Qualitative and Quantitative Approach*, California: SAGE publication, inc, 1994, p. 140

interaction between the variables was very important as it details their exact functioning.⁴¹

In this study, the writer needed some of data about English teaching method, the writer watched the real activities in the classroom and writer asked some question about implementation English teaching method in young learner class. Then, the writer had to know the real situation, doing observation in the classroom, asking question, hearing, writing and making a conclusion from information which has been found in young learner class.

C. Time and Place of the Study

1. Time of the Study

This research needed two months to collect all of data accurately. The data of the research was gotten from the real condition activities in the classroom, related to the English teaching method that was used by the tutor of Global Learning Center of Palangka Raya in young learner class.

2. Place of the Study

The place of the research was at Global Learning Center Palangka Raya, Jl. Kapuas No. 8 Kalimantan Tengah. Global Learning center is one of the English course institutions for teaching English skills. It has seven classrooms, a canteen, a musholla and a front office room.

D. Subject and Object of the Study

1. Subject of the Study

⁴¹ Yusuf Andri Wiyono, *English Teaching Method Used by the Tutor Britania Group of Palangka Raya in English Conversation Class*, Unpublished Thesis, Palangka Raya: State Islamic College of Palangka Raya, 2010, P. 7

The subject of the study was all of the English tutors who teach young learner. There were five English tutors who taught in young learner classroom.

2. Object of the Study

The object of the study was English teaching method used by the tutor in teaching vocabulary for young learner.

E. Source of Data Collection

Qualitative research strived for testable and confirmable theories that explain phenomena by showing how they are derived from theoretical assumptions. The primary instrument used for data collection in qualitative research is the researcher him- or herself, often collecting data through direct observation or interviews. Quantitative research more typically relies on measurement tools such as scales, tests, observation checklists, and questionnaires. The selection of subjects for study also differs. The ideal selection in quantitative research is random sampling, which allows for control of variables that may influence findings. Qualitative studies more typically use nonrandom or purposive selection techniques based on particular criteria.⁴²

Based on the study, the writer collected the data by using observation, interview, and documentation. It can be drawn as follows:

⁴² Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Introduction to Research in Education*, Canada. P. 421

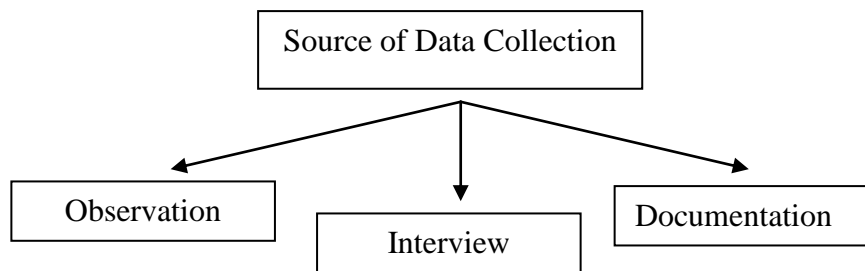


Figure 3.1 *Source of data collection*

a. Observation

Observation is the selection and recording of behaviors of people in their environment. Observation is useful for generating in-depth descriptions of organizations or events, for obtaining information that is otherwise inaccessible, and for conducting research when other methods are inadequate.⁴³

Observation was started by general observation, and furthermore, the observation focused on the object of research. The general observation purpose to get specific data which covers the study, they are:

- 1) The study location was: Global Learning Center Palangka Raya, Jl. Kapuas No. 8 Kalimantan Tengah.
- 2) Global Learning Center course condition, organization, tutors, students, tutors which teach in young learner class, time of the study.
- 3) Interviewing and talking to tutors of English Learning Center in young learner class.

⁴³Data Collection Strategies *Li:Qualitative Research*. <http://web.csulb.edu/~msaintg/ppa696/696quali.htm> . (Online, 19th April 2015)

- 4) The research subject was: English tutors of English course of Global Learning Center of Palangka Raya in young learner class.
- 5) The research object was: English teaching method used by tutor at Global Learning Center of Palangka Raya in young learner class.
- 6) English teaching method activities used by English tutor English Learning Center of Palangka Raya in young learner class.
- 7) Goals, to describe the English teaching method used by English tutor Global Learning Center of Palangka Raya in young learner class.

b. Interview

Interview involved asking questions and getting answers from participants in a study. Interview has a variety of forms including individual, face-to-face interviews and face-to-face group interviewing.⁴⁴ In this study writer used individual face to face interview.

The purpose of interview was to get the data about English teaching method used by English tutor at global Learning Center of Palangka Raya in young learner class. The interview covered such as:

1. The description of English teaching method in teaching vocabulary for young learner class
2. The students' response to the English teaching method applied by the tutors and the difficulties faced by English tutors.

⁴⁴ Cohen D, Crabtree B. *Qualitative Research Guidelines Project*. <http://www.qualres.org/HomeInte-3595.html>. (Online, 19th April 2015)

c. Documentation

By using documentation in this research it supported the data that was found in the field. The writer used camera for taking pictures or video. There were some photos that contain the real condition of English teaching process in the classroom.

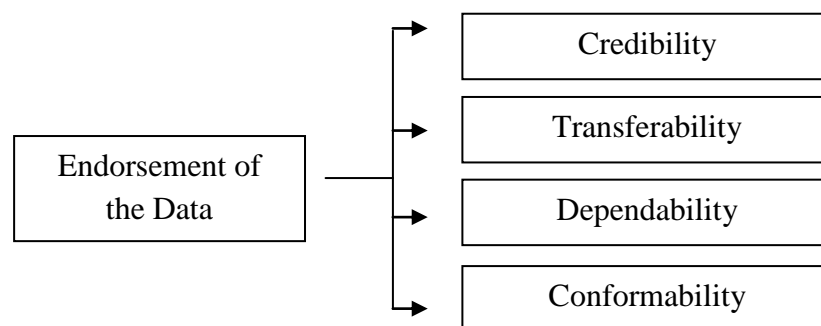
This technique was used to collect written data related to this research. The data would like to be look for were:

1. The amount of young learner students in Global Learning Center
2. Documentation the English teaching methods that used by the tutors
3. Documentation of instructional material and result of students' test
4. The media used by the tutor in teaching vocabulary to young learner class in Global Learning Center

F. Data Endorsement

Throughout the process of data collection analysis, the writer needed to make sure the findings and interpretation are accurate. To determine the accuracy or credibility of data needed technique. There were four techniques to determine the validity of findings. They were credibility, transferability, dependability, and conformability.

Figure 3.2 *Endorsement of Data*



1. Credibility

Credibility in qualitative research concerned the truthfulness of the inquiry's finding. Credibility or truth value involved how well the researcher has established confidence in the finding was based on the research design, participants, and context.⁴⁵

2. Transferability

Transferability was the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups.⁴⁶

3. Dependability

Some strategies to investigate were using an audit trail, replication logic, stepwise replication, code-recording, interrater comparison, and triangulation.⁴⁷ It was performed to obtain an objective picture of the process of research conducted by researchers, both at the time of determining the problem, enter the field, specify the data source, perform data analysis, test the validity of the data, then find the results in the study.

4. Conformability

Conformability in qualitative researcher's concept of objectivity. The idea of neutrality or the extent to which the research is free or bias in

⁴⁵ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen. *Introduction to Research in Education*. Canada. P. 498

⁴⁶ *Ibid.* 501

⁴⁷ *Ibid.* 504

the procedures and the interpretation of results.⁴⁸ It examines the results of research, associated with the process.

G. Data Analysis Procedure

Miles and Huberman in Qodir mention that there were four techniques that used to analyze the data.⁴⁹

They are as follows:

1) Data Collection

All of the data collected in the field. It is soon molded in writing form in order to be easy to understand and analyze. The data that will be collect was related to the study, the English teaching method used by the tutor in young learner class.

2) Data Reduction

It didselection, choose the data that relevant of the study, and focused on the data that direct to solve problems or to answer a research. Simplify of the data and arrange question that related to the problem of the research.

3) Data Display

Data display, the result of the data reduction made in report systematically which can be understood and reasonable of the data that was gotten in the field. Data display can be done by simple explaining, draft, relation inter categories and flowchart.

⁴⁸Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Introduction to Research in Education*, Canada, P. 504

⁴⁹Abdul Qodir, *Metodologi Reset kualitatif, pedoman Melakukan Penelitian Ilmiah*, Palangka Raya: STAIN, 1999, P. 84

Miles and Huberman state; “*the most frequent form of display data for qualitative research in the past has been narrative text*”.⁵⁰

4) Conclusion/Verifying

The conclusion verifying by seeing back of the data reduction, data display before while and after collected the data, so conclusion that was taken does to deviate from problems of the study. To get the credible data must be support by the validity prove.⁵¹

As explain above, writer conducted the research step by step orderly. Firstly the writer collected the data using observation, interviewing, and documentation. Writer observed directly and notes about the situation. By observation, writer got a systematic description of events or behavior occurred in the field. Interview is the process where the writer will gather data by asking people questions. Then, the writer collected the documents that are related to the research.

Secondly, the writer did data analysis. Data reduction, this referred to the process of qualitative data was reduced and organized. The next step was data display, presenting data to facilitate understanding the data that has been collected and reduced. The last was conclusion/verifying, writer tried to draw conclusions and to verify the search by casting about the

⁵⁰Miles B. Matthew and Huberman, *Data Analysis in Second Edition*, International Education London New Delhi: Sega Publication, 1994, p.12

⁵¹ Yusuf Andri Wiyono, *English Teaching Method Used by the Tutor Britania Group of Palangka Raya in English Conversation Class*. Unpublished Thesis. Palangka Raya: State Islamic College of Palangka Raya. 2010. P. 15

sense of each symptom obtained from the field. That was conclusion about the method used by the tutors at Global Learning Center.

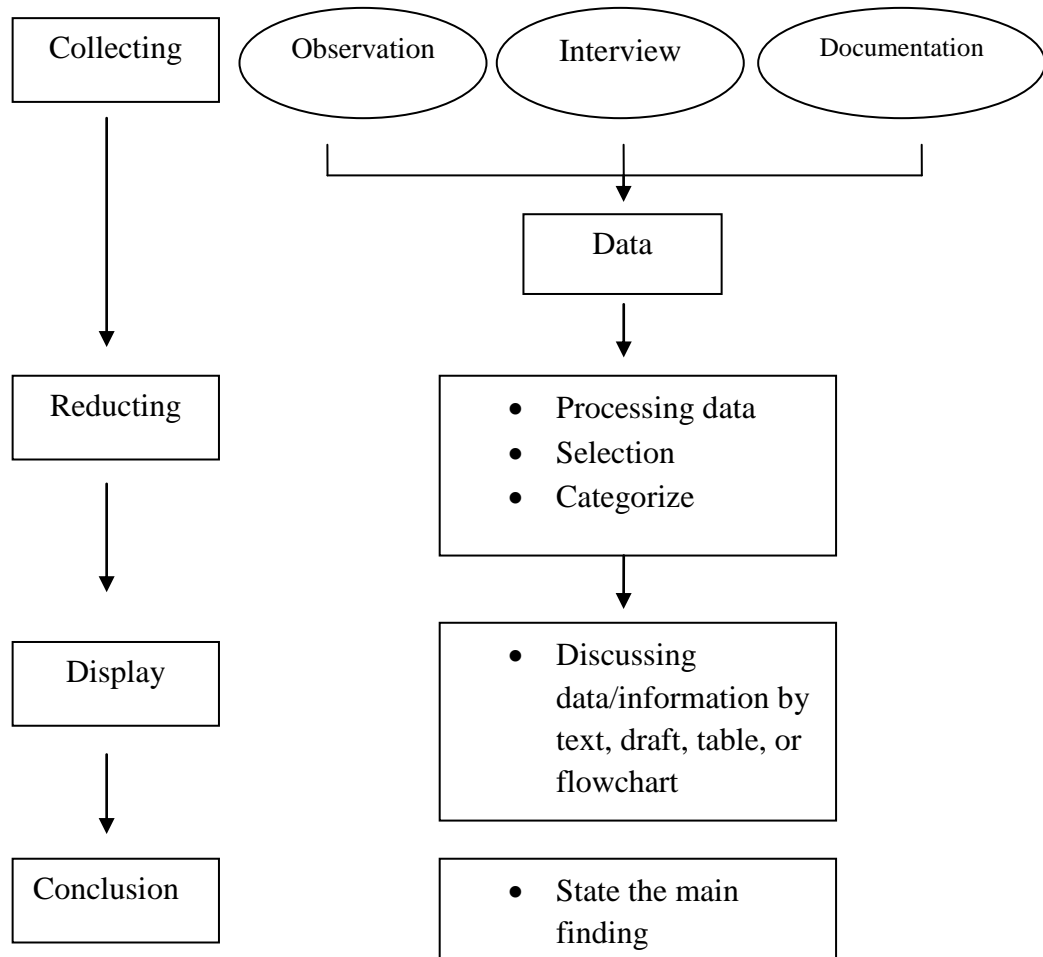
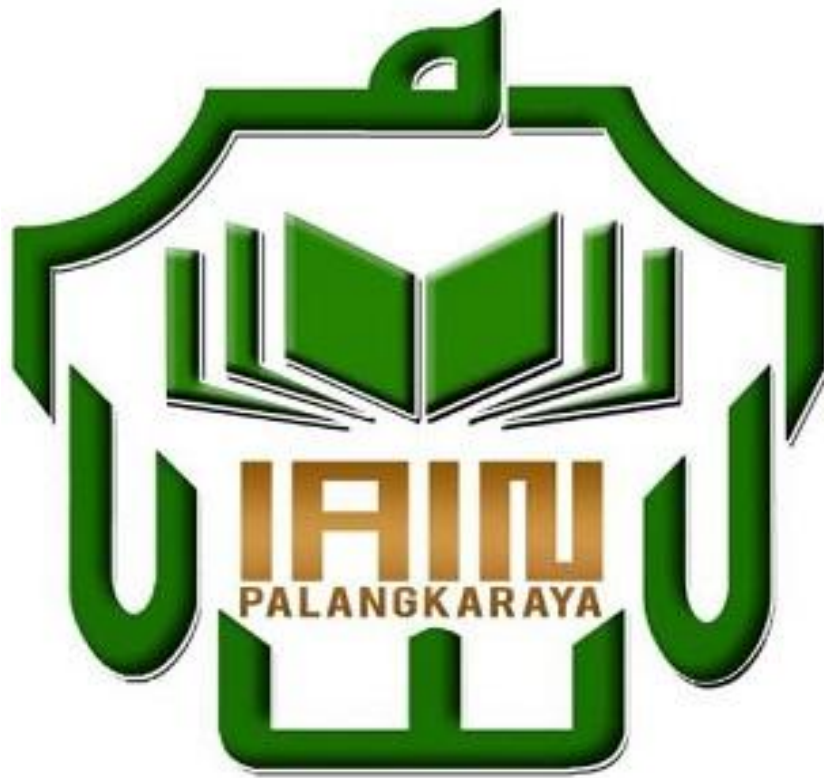


Figure 3.3. *Data Analysis Procedure*



CHAPTER IV

RESULT OF STUDY

BAB IV

RESULT OF THE STUDY

A. Data Finding

1. The method used by English tutors in teaching vocabulary for young learners at Global Learning Center

To know the method used by English tutors in teaching vocabulary for young learners at Global Learning Center, the writer found out the data through the result of observation during instructional process and interview with five English tutors.

a. Approach

The writer did interview and observation in the classroom many times in two months. It was found the tutors believed that vocabulary can be taught by presenting in word list with equivalent meaning in students' native language and students learned it by memorizing. When the learners master much vocabulary, they will be able to make a sentence in the target language. It was in line with Mehrpour assumption, "rote memorization of word lists as a decontextualizing or direct technique of vocabulary teaching/learning is better than sentence-making practice as a contextualizing or indirect technique, particularly for learners at the beginning levels of language instruction."⁵²

⁵²Saeed Mehrpour, A Comparison of the Effects of two Vocabulary Teaching Techniques, *The Asian EFL Journal*, June/2008, Volume 10, Number 2, p. 162

It could further be supported by Nation and Hulstijn who believe that direct approaches of vocabulary learning are more useful, especially for beginning and intermediate learners. Direct vocabular emphasize that vocabulary can be learnt using tools such as dictionaries and vocabulary lists that make the students pay more attention into explicit interaction with the meaning and form of vocabulary.

Nichols and Rupley highlighted the point that successful language learners should go beyond just memorizing definitions. In effect, they should integrate the meanings of words into their existing knowledge to develop conceptual representations of vocabulary in various contextual situations.⁵³

During the instructional process, it was also found that tutors used mother tongue as the medium to teach target language. It was in line with Stern assumption, he stated in Richards “the first language is maintained as the reference system in the acquisition of second language.”⁵⁴ Therefore, students need to translate the target language to their native language.

⁵³ Maki Naeimi & Thomas Chow Voon Foo, Vocabulary Acquisition through Direct and Indirect Learning Strategies, *English Language Teaching*; Vol. 8, No. 10; 2015, 142

⁵⁴ Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*, Cambridge University Press. 2001. P. 5

b. Design

1) Objectives

It was found out that from the five respondents' answers towards the question how is the role of vocabulary in teaching English for young learners, they were all agreed that teaching vocabulary was very important.

Miss KM said "*Kalo untuk anak-anak itu yang paling penting ya tentu kosa kata ya, karena itu adalah modal atau basic untuk membentuk kalimat.*"⁵⁵

(The most important thing for children is vocabulary, because it is a treasure or basic for creating the sentences.)

Miss PIL said "*Kalo menurut pengalaman saya, yang perlu banget diajarkan itu yang basic itu adalah vocab, kosa kata itu modal awal untuk dia nanti ke next step, misalnya speaking atau apa itu harus tau dulu vocab-vocab dasar.*"⁵⁶

(According to my experience, the importance is teaching the basic like vocabulary, because vocabulary is the mainly basic for the students go to the next step, for example speaking. So he/she should know the basic vocabularies.)

Miss NA said "*Biasanya materinya tentang vocabulary, kalau seberapa penting ya penting banget, soalnya dengan banyaknya vocab yang mereka kuasai, dengan banyaknya*

⁵⁵ Interview with Kasmi Abidah, on 10 August 2016

⁵⁶ Interview with Pratika Ika Latifa, on 10 August 2016

vocabulary yang mereka hafal atau ingat itu bisa membantu mereka untuk menyusun kalimat.”⁵⁷

(It’s usually about vocabulary. If we think how important is it, so the answer is very important, because with many vocabularies which they master, with many vocabularies that they memorize or remember can help them for arranging the sentence.)

Miss DL said “*Yang pertama adalah perbendaharaan kosa kata mereka, yang jelas mereka dihandle untuk mempunyai kosa kata yang banyak sehingga mereka bisa merangkai kata.*”⁵⁸

(Firstly, the number of their vocabularies, they are handled for having many vocabularies then they can string the words up.)

Miss UJ said “*Sangat penting sekali miss, karena vocabulary itu adalah dasar bagaiman mereka belajar bahasa Inggris. Mereka tidak akan bisa membuat kalimat tanpa mempunyai vocab.*”⁵⁹

(It is very important, because vocabulary is the basic how do they learn English. They can’t make sentence without having vocabularies.)

⁵⁷ Interview with Nindy Ayu, on 11 August 2016

⁵⁸ Interview with Daulika, on 11 August 2016

⁵⁹ Intervie with Umratul jannah, on 12 August 2016

2. Syllabus model

Syllabus refers to in which subject content is selected in an instructional.

Miss

KA

said

“pastikanbahwamateriitusesuaidenganusiapsikologismereka, jadianakanakkecilitubelajarnya untuk bahasa Inggris pilih bahasa kosa kata yang paling mudah dan berkaitan dengan kehidupan sehari-hari mereka.Misalnya kalo belajar tentang kata kerja, maka itu berhubungan dengan aktivitas mereka sehari hari, misalnya belajar, pergi ke sekolah, makan, kemudian bermain, dan seterusnya. Nah kaya gitu.”⁶⁰

(Make it sure the material is appropriate with their psychological ages, so the children learn for English chose the easy vocabularies and have relationship with their daily life. For example if they learn about verb, so it related with their daily activities such as studying, going to school, eating, playing and so on. It is like that.)

Miss PIL said *“Yang dipertimbangkan itu adalah pertama gradenya, mungkin di kelas itu ada satu dua yang pinter banget, jadi gradenya kita melihat secara general, kira-kira mereka bisa gak nangkep ini, ini vocabnya terlalu susah apa nggak, kalo misalnya dalam silabus itu misalnya tentang buah*

⁶⁰ Interview with Kasmi Abidah, on 10 August 2016

nih atau tentang binatang, nah kita lihat gradenya kalo anak-anak di grade mereka itu hanya satu dua yang nangkepnya cepet kita gak bisa ngambil standar mereka, tapi standar temen-temen yang lain.”⁶¹

(What we should consider is the grade, maybe in that class there are one or two who are very smart, so we should look at the grade generally, maybe they cannot get this idea, is this vocabulary too difficult or not, if in the syllabi for example about fruit or animal, so make sure we look at the grade if the children in that grade only get just one or two ideas quickly then we cannot take their standard, but the standard their friends.)

Miss UJ said “terutama kalo kita ingin mengajar young learners itu kita harus memperhatikan apa yang mereka butuhkan, misalnya kita ingi mengajarkan suatu noun, noun itu harus berhubungan dengan kehidupan mereka sehari-hari. Jadi itu secara langsung bisa lihat buktinya, membayangkan langsung.”

(Mainly in when we want to teach the young learners we should prepare what they need, for example we teach about noun, the “noun” itself should be related with their daily life. So the evidence can be seen directly, imagine it directly.)

⁶¹ Interview with Partika Ika Latifa, o 10 August 2016

Miss DL said “Nyiapin materinya, dan anak-anak itu seneng kalo materinya tentang hal yang berkaitan dengan kegiatan mereka sehari-hari atau hal yang ada di sekitar mereka.

(I prepare the material, students are happy if the material related to their daily activities or things that are around them.)

The example of vocabulary that was taught can be seen on the following figure:

LEVEL 2

No	Unit	Target Language	Function
1	Simple interviewing	Interview friend, couple	Interviewing
2	House and Houseware	House, House hold, housemaid, living room, bedroom, bathroom, kitchen, garage, yard, shed, terrace, library.	Talking about house and houseware
3	House and houseware	Roof, wall, door, doormat, window, key, lock, shutter, curtain, ground	Unit 1-2

Figure 4.1 Example of syllabus

3. Types of learning and teaching activities

Miss KA said, “Metode untuk ngajarin anak-anak vocab itu yang pertama adalah repitition ya, kepengulangan. Jadi anak-anak itu kalau diulang-ulang terus maka dia akan ingat. Kemudian repitition itu juga sangat efektif ketika melalui classical atau bareng-bareng.

Anak-anak itu akan ikut gitu, akan bersemangat ketika melalui metode classical tadi yang diulang-ulang.”⁶²

(The method for teaching vocabulary for children is repetition firstly. So if the vocabularies are repeated, the children will remember. And then repetition is also very effective when through classical or together. The children will join, they will enthusiastic through classical method that is always repeated)

Miss PIL said,” *Metodenya..metode... lebih ke teknik ya, teknik drilling, jadi pengulangan pengulangan gitu, jadi pertama kita bahasa indonesia ya menstimulus mereka dulu, maksudnya dipancing dulu, misalnya makannya sukanya buah apa, tanya-tanya mereka basa basi lah, nah itu untuk masuk ke kita misalnya ngajar buah, jadi harus “suka makan buah apa?” , “sukanya pir, pisang..” . baru nanti kita kasih vocab yang berkaitan dengan buah-buahan, ini lo bahasa inggrisnya. Kemudian baru mereka diulang, kita pronunciationnya mereka ngulang apa yang kita ucapkan, itu selama kira-kira tiga sampai empat kali. Jadi misalnya pertama saya dulu, mereka bareng bareng, kemudian satu satu ikutin saya, kemudian nanti bareng-bareng lagi tapi mereka sendiri tanpa panduan dari saya,*

⁶² Interview with Kasmi Abidah, on 10 August 2016

saya cuman bilang “ok bareng-bareng ya, one two three go”, langsung baca sendiri-sendiri kaya gitu, dicek juga satu-satu, jadi itu pengulangannya tiga sampai empat kali. Kemudian kalau pulang juga untuk evaluasi setelah mereka disuruh ngafal sendiri dicek lagi satu satu lagi , kemudian pulang itu mereka “hafalin lagi ya, nanti pulang miss kasih pertanyaan tentang ini harus bisa”, jadi mereka namanya anak kecil ya maunya cepet cepet pulang maka cepet-cepet ngafal gitu, dan itu juga harus.. apa sih.. apa namanya? Drilling itu juga jangan.., misalnya hari ini drilling pelajaran buah, besoknya lagi harus diulangin lagi, maksudnya direview lagi diulang lagi kemaren pelajarannya apa, jadi mereka tetep inget dikepalanya. Kalo masuk belajar itu harus dicek lagi, kita kemaren inget gak masih, dan itu ngelihatnya gak cuman satu anak semuanya, kalo ada anak yang gak memperhatikan, “ok liat miss” gitu. Jadi mereka semuanya harus memperhatikan sama-sama, harus hafal juga.”⁶³

(For the method..... the method is like technique, drilling technique, so it means the repetition, we should use the Indonesian to make the stimuli for them firstly, it means we induce them for example we ask them what fruit they

⁶³ Interview with Pratika Ika Latifa, on 10 August 2016

like to eat, ask them this and that, so that is the way how we come to teach about fruit, so it should be “what fruit which do you like to eat?”, “I like pear, banana”, after that we can give them vocabularies that are related to the fruit, this the kind of fruit in English. And then do the repetition, we pronounce it firstly and then they follow what we said, it is about three or four times. So for example the tutor first to pronounce and then the students repeat through pronouncing together, and then one of them follows me, and then together again by themselves without my guide., I just say “ok, let’s do together, one two three go”, they read by themselves directly, I check them one by one, so the repetition is about three to four times. After that, if they go home they are evaluated after memorizing the vocabularies and checked one by one, and then go home and the tutor says “please, memorize it again because I will ask you again about it and you should answer my question when you want go home”, so the children usually want to go home quickly, it means they memorize it, and.... What we do call it? We may not drill them, for example to day they are drilled about fruit, tomorrow we should repeat the lesson again, it means they review the lesson again about the material yesterday they got, so they still remember in

their minds. When they come to the class, they should be checked again “do you still remember about the lesson yesterday?”, and we may not do that to one student but all students, if there is student who doesn’t pay attention “Ok, look at me please”, like that. They should pay attention together and also should memorize.)

Miss NA said, “Biasanya sih menggunakan classical, kalo classical itu di dalam kelas mereka menyebutkan kata-kata atau kalimat itu secara bersamaan. Misalnya saya bilang “translate in to English what I say”, terus itu saya bilang misalnya “mobil”, mereka jawab bersama-sama dengan menjawab “car”, kaya gitu. Menjawab dengan semangat lantang dan bahagia. kemudian kalo tahap tahapnya ya dengan metode classical itu meminta mereka untuk mengucapkan secara bersama-sama. Kemudian setelah itu setelah masuk materi biasanya mengetes mereka satu per satu. Kalo misalnya mereka udah bisa ya dipercepat supaya mereka terbiasa. Kemudian diakhir pelajaran saya tanya tanya sama mereka “apa yg sudah kita pelajari hari ini?” terus mereka jawab “kita belajar

*ini”. “ apa-apa aja kosa katanya?”, “ini, ini, ini” kata mereka.”*⁶⁴

(He/she usually uses the classical, if the classical in their classroom mention the words or sentences simultaneously. For example I say “translate in to English what I say”, and then I say for example “mobil”, the will answer with the word “car” together, it’s like that. Answer with enthusiasm and happiness. The first step is like I said before, and then if the steps with that classical method to ask them for pronounce together. And then after going to the material I usually test them one by one. If they can pronounce, I make it faster in order to their habitual. And then in the end of the lesson I ask them “what have we learnt today?” and then they answer “we have learn this”, “what are the vocabularies?”, “this is... this is... this is...” they answer.

Miss DL said, “*Classical itu jadi nanti kita nulis vocabulary ya di papan tulis nanti saya akan kasih mereka contoh cara pengucapannya setelah itu mereka ikutin diulang ulang sampai tanpa disadari mereka sudah hafal dengan sendirinya tanpa mereka harus menghafal lagi.*”⁶⁵

⁶⁴ Interview with Nindy Ayu, on 11 August 2016

⁶⁵ Interview with Daulika, on 11 August 2016

(That classical way is we will write the vocabulary in the white board and I will give them the example of the way to pronounce, after that they following in many times until they can memorize the words subconsciously without memorizing again.)

Miss UJ said, “*Biasanya kalo saya memberikan suatu kata atau suatu vocab itu diikuti oleh anak-anak secara berulang, setelah itu satu per satu saya cek dan begitu selanjutnya sampai mereka bisa mengucapkannya secara mandiri. Biasanya sekali mengajar itu antara delapan sampai sepuluh vocab, tergantung levelnya.*”⁶⁶

(I usually give one word or one vocabulary that is pronounced by the students repeatedly, and then one by one is checked by me until they can pronounce it in their own selves or independently. We give eight to ten vocabularies in one meeting, it depends on the level.)

4. Learner roles

In the stages of instructional process, the learners were requisited simply to listen and repeat what the teacher say. Learners gave response to order and question. They had no control over the course content and activities. Then students are expected to memorize list of vocabulary.

5. Teacher roles

The tutor role dominated during instructional. It meant tutors as facilitator and motivator. The tutors controlled the

⁶⁶ Interview with Umratul Jannah, on 12 August 2016

direction and pace of learning. Then the tutors monitored and corrected learners' performance.

6. The role of instructional materials

The form of materials which tutor presented was list of vocabulary. That had central role in the course. They were written on whiteboard.

2. The implementation of the method by English tutors in teaching vocabulary for young learners at Global Learning Center

The actual moment-to-moment techniques, practices, and behaviors that operate in teaching learning proces can be described in the following table.

Table 4.1

Instructional activities at 1st observation

Topic	: House & Houseware
Target words	: House, household, housemaid, living room, bedroom, bathroom, kitchen, garage, yard, shed, terrace, library
Class	: GK 5 level 1
Time allocation	: 75 minutes
Room/date	: Ballroom2/Friday 26 th August 2016
Tutor	: Miss PIL

Activity	Time
1. Tutor greeted students by saying "Good afternoon	15 minutes

<p>class” and asked “how are you today?”</p> <ol style="list-style-type: none"> 2. Tutor checked students’ attendance and it was responded by students, they said “present” while took up their hand 3. Tutor had one of the students guide his friends to pray together 4. Tutor prepared students’ condition to start instructional process by asking “Where is your book and your pen?” 5. Tutor reviewed the material which they got on the last meeting by checking their memory one by one 	
<ol style="list-style-type: none"> 1. Tutor told the students that they will learn some vocabulary about house and houseware. She asked students to mention vocabulary related to the topic 2. Tutor wrote vocabulary list on whiteboard. Students paid attention to the writing of the words. They were not allowed to write then 3. Tutor pronounced the words and asked the student repeat it together two times loudly 4. Students pronounced the words individually 5. Tutor got student to guess the meaning of vocabulary 6. Tutors told the meaning of vocabulary and wrote it on whiteboard 	50 minutes

<p>7. Tutor asked the students to write the meaning of vocabulary on their books</p> <p>8. Tutors said the Indonesian and asked the student said the word in English in chorus firstly, and then individually</p> <p>9. Tutors had students memorize the vocabulary one by one</p> <p>10. Students performed their memorization in pairs in front of the class</p>	
<p>1. Tutor advised students to repeat the lesson at home</p> <p>2. Tutor asked one of the students to guide the others pray together</p> <p>3. Tutor greeted the students by saying “Good afternoon and see you next week”</p> <p>4. Before leaving classroom students were had individually mention some vocabulary which they have learned</p>	10 minutes

Table 4.2

Instructional activities at 2nd observation

Topic : Social Life

Target words : Richman, poorman, begger, homeless, jobless, job vacancy, street singer, volunter, refuge, donate,

donation, orphan, orphanage, fundrise, sincere,
sincerely, natural disaster, victim, flood, earthquake

Class : ESD 2

Time allocation : 75 minutes

Room/date : Wellington/Friday 9th September 2016

Tutor : Miss KA

Activity	Time
<ol style="list-style-type: none">1. Tutor greeted students by saying “Good afternoon” and asked “how are you today?”. Then students answered “ Good afternoon miss, I am fine thank you, and you?”. Tutors replied “I am fine, thank you”2. Tutor checked students’ attendance and it was responded by students, they said “present” while took up their arm3. Tutor asked one of the students guide his friends to pray together4. Tutor reviewed the material which they got on the last meeting by checking their memory one by one	15 minutes
<ol style="list-style-type: none">1. Tutor told the students that they will learn some vocabulary about house and housewere. She asked asked students to mention vocabulary related to topic2. Tutor wrote vocabulary list on whiteboard. Students	55 minutes

<p>paid attention to the writing of the words. They were not allowed to write at that time</p> <p>3. Tutor pronounced the words and had the student repeat it together many times loudly</p> <p>4. Students pronounced the words individually</p> <p>5. Tutors told the meaning of vocabulary and wrote it on whiteboard</p> <p>6. Tutor had the students write the vocabulary on their books</p> <p>7. Tutors said the Indonesian and had the student said the word in English in chorus firstly, and then individually</p> <p>8. Tutors asked students to memorize some of vocabulary (at least 10 vocabulary)</p> <p>9. Students were asked to make 7 sentences. The sentence must be consisted of vocabulary which they have memorized</p> <p>10. Tutor checked students' task</p>	
<p>1. Tutor advised students to repeat the lesson at home</p> <p>2. Tutor asked one of the students to guide the others pray together</p> <p>3. Tutor greeted the students</p>	5 minutes

Table 4.3

Instructional activities at 3rd observation

Topic	: Places & Jobs
Target words	: Hospital, harbour, bakery, school, drugstore, gas station, market, post office, singer, chef, taecher, dancer, doctor, driver, civil servant, lawyer, butcher, postman
Class	: GK 5 level 1
Time allocation	: 75 minutes
Room/date	: New Zeland, Tuesday 10 th September 2016
Tutor	: Miss NADP

Activity	Time
1. Tutor greeted students by saying “good afternoon class” and asked “how are you today?”. Students replied “good afternoon Miss, I am fine thank you, and you?. The tutor answered “I am fine, thank you”	15 minutes
2. Tutor checked students’ attendance and it was responded by students, they said “present” while took up their hand	
3. Tutor asked one of the students to guide other students pray together	
4. Tutor prepared students’ condition to start instructional process by checking students’	

stationary 5. Tutor reviewed the material which they got on the last meeting by checking their memorazation one by one.	
1. Tutor wrote vocabulary list on whiteboard. 2. Tutor pronounced the words and had the student repeat it together loudly and repeatedly 3. Students pronounced the words individually 4. Tutors told the meaning of vocabulary and wrote it on whiteboard 5. Tutor gave questions and students answer it using vocabulary that they have learned	50 minutes
1. Tutor advised students to repeat the lesson at home 2. Tutor had one of the students to guide the others pray together 3. Tutor greeted the students 4. Tutor asked students to say a sentence before leaving classroom	10 minutes

Table 4.4

Instructional activities at 4th observation

Topic : Profession

Target language : Handyman, singer, lawyer, postman, lecturer, chef,

Class : GK 3 level 1

Time allocation : 75 minutes

Room/date : Berlin/ Thursday 22nd September 2016

Tutor : Miss UJ

Activity	Time
<ol style="list-style-type: none">1. Tutor greeted students and asked “how are you today?”2. Tutor checked students’ attendance and it was responded by students, they said “present” while took up their arm3. Tutor had one of the students guide his friends to pray together4. Tutor prepared students’ condition to start instructional process5. Tutor reviewed the material which they got on the last meeting by checking their memorazation one by one.	15 minutes
<ol style="list-style-type: none">1. Tutor wrote vocabulary list on whiteboard.2. Tutor pronounced the words and had the student repeat it together loudly and repeatedly3. Students pronounced the words individually4. Tutors told the meaning of vocabulary and wrote it on whiteboard	55 minutes

5. Tutor had students memorize the vocabulary	
1. Tutor advised students to repeat the lesson at home by saying “Janngan lupa belajar lagi di rumah yaa” (don’t forget to study at home) 2. Tutor asked one of the students to guide the others pray together 3. Tutor greeted the students by saying “good afternoon, see you on the next meeting”	5 minutes

Table 4.5

Instructional activities at 5st observation

Topic : Kitchen

Target Language : pan, stove, knife, plate, spoon, fork, frying pan, ladle, bowl, glass, cup, filter, tray

Class : GK 5 Level 2

Time allocation : 75 minutes

Room/date : London/21st October 2016

Tutor : Miss DL

Activity	Time
1. Tutor greeted by saying “good afternoon all, how is your life?”, students answered “ good afternoon miss, I am fine, thank you”.	15 minutes

<ol style="list-style-type: none"> 2. Tutor checked students' attendance and it was responded by students, they said "present" while took up their arm 3. Tutor had one of the students guide his friends to pray together 4. Tutor prepared students' condition to start instructional process by asking students to prepare their stationary 5. Tutor reviewed the material which they got on the last meeting by checking their memorazation one by one. 	
<ol style="list-style-type: none"> 1. Tutor wrote vocabulary list on whiteboard. 2. Tutor pronounced the words and had the student repeat it together loudly and repeatedly 3. Students pronounced the words individually 4. Tutors told the meaning of vocabulary and wrote it on whiteboard 5. Tutor had students memorize the vocabulary 6. Tutor gave sentence and students translated it using vocabulary that they have learned 7. Students memorize the sentence in pairs 	55 minutes
<ol style="list-style-type: none"> 1. Tutor advised students to repeat the lesson at home 2. Tutor asked one of the students to guide the others 	5 minutes

pray together	
3. Tutor greeted the students by saying “Good afternoon all, be carefull on the way”	

Based on observation result, it can be concluded the tutor was the authority in the classroom. Most of the interaction in the classroom was from the teacher to the students. The meaning of the target language was made clear by translating it into the students’ native language.

There was a techniques from Grammar Translation Method that tutors adapt. That was memorization. Students were given list of target language vocabulary and their native language equivalents and they were asked to memorize them.

The actual step to step technique that operate can be drawn on this following figure:

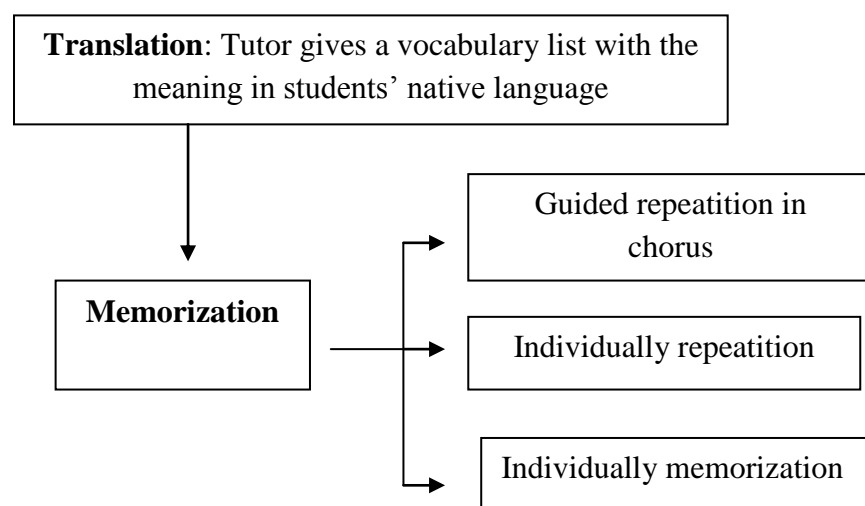


Figure 4.2 Memorization Technique

3.The obstacle faced by English tutors in implementing the method in teaching vocabulary for young learners at Global Learning Center

During the teaching and learning process that taken place in the classroom, there were several obstacles faced by the tutors. It can be determined from the statement of the interview respondent as well as from observations.

It was stated by Miss PIL, *“Kalo jenuh mereka sering aja bilang “miss aku tau pasti habis ini disuruh ini habis itu disuruh ini” mereka udah tau udah hafal, maksudnya mereka ngeluh gitu ya, mau gimana lagi kan ibaratnya sudah emang harus kaya gitu, kalo gak kaya gitu mereka gak dapat apa apa. Ya jelasin aja sama mereka “ kamu mau belajar atau mau maiin?”, “kalo mau main nanti kita main, tapi kita belajar dulu”. Kalo bosan sih pasti ada kalanya mereka bosan ya namanya anak-anak “bosan miss ini terus” kita cari setiap pertemuan itu mungkin hal baru cerita baru permainan baru gitu gitu.”*

(If they feel bored they will say “miss, I know after finishing this you will ask me this and that”, they have knew, it is their complaint, but we can’t do anything because if we don’t like this they do not get anything. So we explain to them “do you want to study or play?”, “if you want to play, we will play but let’s study first”. There must be bored-feeling in the children “we are boring miss the material is always like this” so we find out the new thing, story and game in every meeting.)

Miss DL also said, “*Kesulitannya kadang-kadang ada anak yang kurang fokus dan tertarik untuk belajar misalnya materinya tentang buah, dia merasa sudah tau tentang buah jadi dia ga ngikutin, tpi tetep aja kita sebagai teacher meminta dia untuk mengikuti apa yg kita suruh.*”

(Sometimes, the difficulty there is student who lack of focus and attracted to learn for example its material is about fruit, he/she think already knew about fruit so he/she doesn’t follow the learning process, but as the teacher we still asked him/her to do what we asked.)

From the interview transcrip above, the answer to question what is the obstacle that tutor faced when applied the method, it showed that students often get bored and lack of interest in learning.

Since young learner has short attention span, then of course they quickly got bored when vary activity rarely done. They give less attention to the lesson, it might be caused by their ignorance of the purpose of learning English. Some teachers believe that young learners do not understand the purpose of learning English, an attitude which may be exacerbated by their parents.⁶⁷ When they did not why they learn English, so they pay less attention on it.

In other hand, Miss KA and NA faced different problem.

Miss KA said, “*Ya kesulitannya pasti ada, yang pertama kesulitannya tidak semua anak itu ketika misalnya metode classical ya atau repetition,*

⁶⁷ Fiona Copland, Sue Garton, And Anne Burns, Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities, *Tesol Quarterl*, Vol. 48, No. 4, 2014, P.747

itu kan bareng-bareng, jadi kita benar-bener gak tau nih mana yang benar-bener bisa dan mana yang enggak.”

It must be a difficulty, the first difficulty is not all children when doing for example the classical method or repetition, it should be together usually, so we really don't know which one can be used or not. So, that is the one of the difficulty, the difficulty can be solved by checking one by one later.

Miss NA said, “*Kalo adamasalahkusulitandalammetodeitu ya adasih, karnaitubersama-samamengucapkannyajadiadaanakygkadangitukalo gak dipantaudiagakngomong.”*

(It must be problem and difficulty in the method, because they pronounce together so there must be some children who are not monitored they don't speak.)

Miss KA and Miss NA faced same obstacle, they could not oversee every students when students did repetition in chorus.

B. Discussion

The English tutors applied Grammar Translation Method in teaching vocabulary for young learners. It could be determined from the result of interview and observation. They said using classical method. At one time Grammar Translation Method was called Classical Method since it was first used in the teaching of the classical languages, Latin and Greek.⁶⁸

⁶⁸Diane Larsen Freeman and Marti Anderson. *Techniques and Principles in language Teaching*. Oxford University Press. P. 2

From that one part of the interview transcriptions, it could be noticed that the all respondents were actually aware of the importance of teaching vocabulary. The instructional is set out to teach vocabulary generally. It was expected students know how to say and write common vocabulary and memorize them well. Then, can make sentences by using the vocabulary that they have learned. It corresponded to what was said by David Wilkins about vocabulary. He assumed “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”⁶⁹

That similar assumption also stated by Rivers via David Nunan, he argued that the acquisition of an adequate vocabulary is essential for successful second language learning.⁷⁰ Nation also stated, “When words are met in reading and listening or used in speaking and writing, the generativeness of the context will influence learning. That is, if the words occur in new sentence contexts in the reading text, learning will be helped. Similarly, having to use the word to say new things will add to learning.” Clearly, by teaching vocabulary to the students, it was expected that students can make a sentence.

Considering the importance of vocabulary the tutors believed that by providing a vocabulary list can help students recognize and remember it easily. It may raise the learners’ awareness about the words they learn and facilitate their recognition in later stages of learning. Nation and Hwang in Shen argued, there is a recent consensus that a word list can be helpful for

⁶⁹ Scott Thornbury, *How to Teach Vocabulary*, England: Longman, 2002, p.117

⁷⁰ David Nunan. *Language Teaching Methodology: A textbook for teachers*. London: Prentice Hall International (UK) Ltd. 1991, p.117

building up general purpose vocabulary learning as a start before moving to more specific lists for specific academic purposes.⁷¹

However, there is also an opposite belief concerning word lists. Many researchers argue that using word lists are inadequate for vocabulary learning.

⁷² Oxford and Crookall also argued that word lists, especially with mother-tongue equivalent, are not very useful because learners "might not be able to use the new words in any communicative way without further assistance"⁷³

Based on interview and observing the syllabus, it can be concluded that subject content was chosen by considering the capability of the students and it should be related to their life or their experience. It was in line with Jeremy Harmer said about characteristics of young learner, "they keen to talk about themselves and respond well to learning that uses themselves or their own lives main topics in the classroom."⁷⁴ Therefore, using material that related to the students' life could make them more excited.

From those transcripts, it can be summed up that activities which were employed in the classroom were translation, repetition, and memorization. Students first hear the words which pronounced by tutors. They repeated the words in chorus and individually. Tutors paid attention to pronunciation and fluency. Overall, repetition was very emphasized.

⁷¹ Wei Wei Shen, Current Trends of Vocabulary Teaching and Learning Strategies for EFL Settings, Feng Chia Journal of Humanities and Social Sciences, 2003, No.7, p. 195

⁷² Oxford, R. L. and Crookall, D., "Vocabulary learning: a critical analysis of techniques," *TESL Canada Journal* 7/2 (1990), P.11

⁷³ Ibid, 12

⁷⁴ Jeremy Harmer. *The practice of English Language Teaching*. London: Pearson Longman, 2007, P.82

Harmer assumed “It is repetition which really helps fix things in the mind. In other words, if students see or hear some language once, they might, even when they notice it, forget it fairly quickly, but the more they come across this language- the more repeated encounters they have with it – the better chance they have of remembering (and being able to use) it.”⁷⁵

Memorization is important for vocabulary learning, if words cannot be remembered by students, few are likely to be produced properly. However, according to Pincas and Thompson in Shen, in L2 language acquisition research studies and in studies of real teaching in classrooms, memorising was not treated as a major concern or cannot be obviously fitted into any acceptable applied linguistic theory and methodology.⁷⁶

However, it is difficult to come to conclusions about which approaches and methods are best or most appropriate for certain situations.⁷⁷ The teachers, including English teachers, have a wide range of practices in the ordering and prioritizing the tasks during the teaching learning process. They are the ones having opportunities and competences to develop their own classroom practices based on what works best for them in their own particular situation and circumstances they and their students have.⁷⁸

⁷⁵ Jeremy Harmer. *The practice of English Language Teaching*. London: Pearson Longman, 2007, P.82

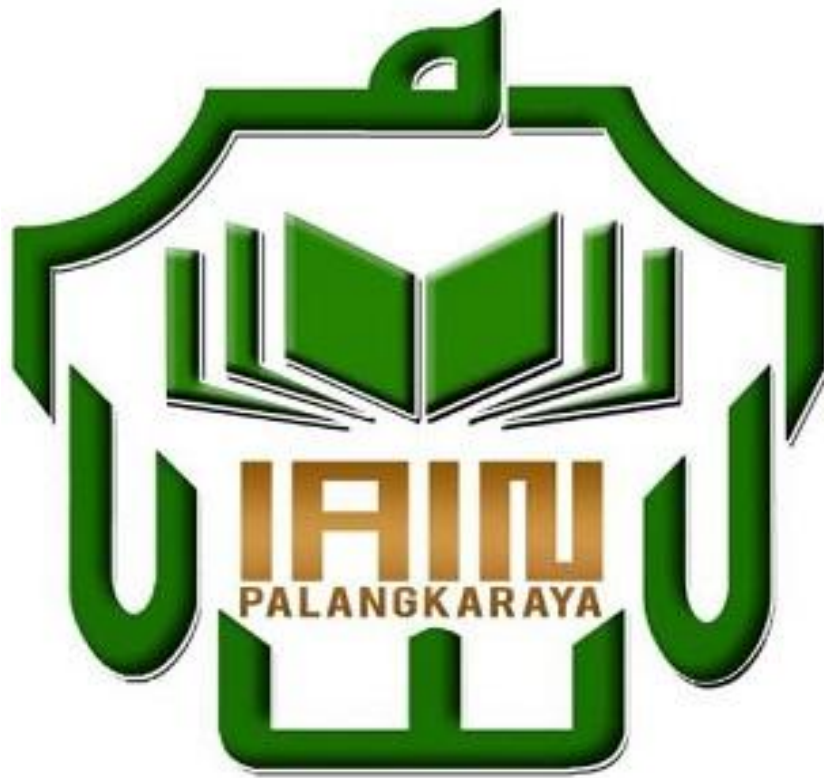
⁷⁶ Wei Wei Shen, Current Trends of Vocabulary Teaching and Learning Strategies for EFL Settings, Feng Chia Journal of Humanities and Social Sciences, 2003, No.7, p. 195

⁷⁷ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed, New York: Pearson Education Limited, 2001, P. 96

⁷⁸ Nunan, D. 2003. *Practical English Language Teaching*. New York: McGraw-Hill/Comemporary. P. 10

May be, It was surprising to see that the Grammar Translation Method was still in use during the late decades of the 20th century. Grammar Translation Method was often criticized as lacking experiential and contextual depth. For all its admitted limitations, this method is still a good way to teach a language for learner. It was Because of its central of the learning of vocabulary. It would be difficult for students to make headway with any language, if they don't have a basic vocabulary on which to build.

There were two points that writer found from the field related to tutors' behavior in the classroom activity beside teaching learning activities as writer have described above. First, Every tutors tried to give student individual attention in the simple way such as asking every single student a question (e.g. how was your activities at school?, what time do you go home?, have you eaten lunch?, etc), moving around the class, and putting personal comments on students' work, making eye contact when they asked students to do something. Second, tutors made students fell comfortable in the classrom by letting them or move to another seat as long as they do not make a fuss and bother another students.Tutors did not force the students to still stay on their seats and they may sit on the floor.



CHAPTER V

CLOSING

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CLOSING

A. Conclusion

Based on the result of the study, the conclusion can be drawn as follow:

1. The tutors believed that language can be learned by mastering the vocabularies that was taught through translating to the students' mother language.
2. Tutors in GLC applied Grammar Translation Method in instructionalThere was a technique from Grammar Translation Method that tutors adapt, that is memorization. Students were given list of target language vocabulary and their native language equivalents and they were asked to memorize the vocabulary.
3. There are two obstacles that English tutors faced when implemented the method in teaching vocabulary for young learner at Global Learning Center English Course of Palangka Raya, they are; (1) Students got bored during teaching and learning proces, (2) Tutors could not monitor the students individually when students did repetition in chorus.

B. Suggestion

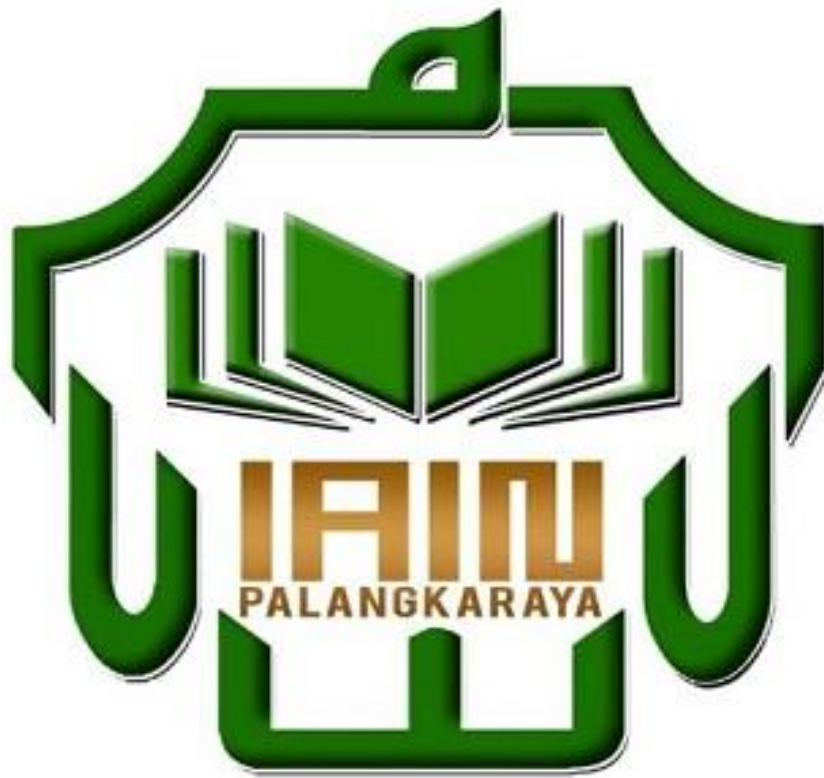
Based on the research findings, these following suggestions are recommended, such as:

1. For the tutors

In teaching English to young learners, the tutors should prepare and give various activities to the students because they quickly change their mood in following activities. Tutors can use various of methods strategies, technique, and media to make the teaching and learning process more effective and fun. Considering of young learner characteristic that easily get bored, it is also needed various teaching aids. It will be much easier and much exciting for students if you make full use of things and objects.

2. For the further researcher

The finding of the study was expected to be used as a consideration for other researchers who plan to conduct a study related to the method of teaching for young learner especially. It will be better if this research will be continued in the future.



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